Wellesley College News

Vol. XLV — WELLESLEY, MASS., MARCH 4, 1937 — No. 18

Liberals Speak On New Entente

Sir George Paish and Miss Jennie Lee Agree on Type of Proposed Alliance

English Prophet Foretells Complete World Breakdown Unless Same National Credit Restored

MR. BUNDY PRESIDES

Two English liberals expressed their views on the advisability of an *Anglo-American Entente-Economic or Political* before a luncheon meeting of the Foreign Policy association last Saturday. The meeting took place at the Copley Plaza hotel at 1 p. m. Sir George Paish and Miss Jennie Lee, the speakers, although differing in many points, fundamentally agreed that any such entente should be economic and financial rather than political.

Harvey H. Bundy, chairman of the Foreign Policy association, presiding at the meeting, introduced Sir George Paish, the first speaker, describing the English nobleman as a prophet. Speaking in America in 1913, Sir Paish prophesied the coming of the World war. Speaking in 1937, the prophet predicts a complete world breakdown unless something is done to prevent it.

Sir Paish, who was formerly the editor of the *Statist* in London, explained the situation in the European continent as financially insecure. The German people and the Italians are in danger of starvation unless they can borrow on credit. Hitler, increasing German armaments, denounces Russian communism as the "enemy of mankind." Mussolini, having effected his Ethiopian ruse, looks around for other vulnerable territories. Japan

(*Continued on Page 6, Col. 1*)

DAVID BARNETT OFFERS PROGRAM FOR RECITAL

Will Play Selections from Schumann, Chopin, Bach, Beethoven, in Concert on March 10

David Barnett, pianist, will offer a recital in Billings Hall on Wednesday evening, March 10, at eight o'clock. The program will be as follows:

First Sonata—"The Combat of David and Goliath" Kuhnau (1660-1722)
a) The boasts of Goliath; b) the fear of the Israelites and their prayer to God; c) the courage of David; his cagerness to break the proud spirit of the giant; his trust in God's help; d) the exchange of challenges; the combat itself; Goliath receives the stone in the forehead; he falls and is slain; e) the flight of the Philistines, pursued by the Israelites and put to the sword; f) the joy of the Israelites at the victory; g) a concert in honor of David; h) the general rejoicing and the dance of the happy populace.

English Suite in G minor Bach
Prelude—Allemande—Courante—Sarabande—Gavotte and Musette—Gigue

Sonata in F minor Beethoven
(composed at the age of eleven)
Larghetto maestoso, allegro assai
Andante
Presto

Sonata in C minor, Opus 111 Beethoven
Maestoso, allegro con brio ed appassionato
Arietta (adagio molto semplice e cantabile)

Berceuse (Opus 57) Chopin
Scherzo, Gigue, Romanze, Fughette (Opus 32) Schumann

Reporter Finds Senior Prom Dates Handsome And Fond Of Squash, Swing And Surrealism

Freshmen! Sophomores! Juniors! There will be no need for you to stand gazing in through the French doors of Alumnae hall tomorrow night. The roving reporter has gathered all the information and more concerning the men to be at senior prom. The ideal "prom man" this year is to be a handsome specimen, judging from what the seniors say, so maybe you will want to look in just to make sure.

An average height of six feet marks the senior prom "date." He is twenty three years old, has graduated from Harvard and is now attending Harvard Law School. He may have blond hair although brown hair is prevalent among these gentlemen too, but blue eyes are outstanding; "frank, blue eyes." Slightly undernourished, he is apt to weigh only one hundred sixty-two pounds; he keeps his weight down by playing squash. Yes, squash has come to the fore this year. Just think how popular those squash courts in the new recreation center would have been, if———! Most of the prom men will ride out from Boston or the vicinity to join the fun. They may, however, take the train from New York or Pennsylvania.

There are, of course, exceptions to this average. Some of the youths are six feet four inches tall, while others are but five feet seven inches. Tap dancing, pole vaulting and tennis vie with squash as athletic favorites. One man graduated from the University of Southern California, while many still attend Yale and Princeton.

These "dates" will arrive from almost every state in the union including Minnesota, California, Missouri and Ohio. "He's flying here from Ohio," one young senior giggled excitedly. How can she wait? One man is even coming back here from New Mexico to attend the prom.

Your reporter found that many of these lucky gentlemen possess intriguing idiosyncracies. When asked what these were, many of the seniors answered "me," but "women in general" run "me" a close second. One enterprising man (a genuine baron, by the way) has promised to appear at the prom in a tank suit. We suspect the rising influence of the surrealist artist who lectured recently in a diving suit.

Another escort is an authority on swing music, having had an article on this craze accepted by the *Christian Science Monitor*. We suggest that Ruby Newman be on his toes all evening if he doesn't want adverse criticism of his orchestra spread from coast to coast. Still another is a descendant of Henry Wadsworth Longfellow, although his date confided that he is really a more direct descendant of Hinds' Honey and Almond cream!

Another confesses to a great passion for riding subways. Frankly, your reporter feels that the young lady who invited him is a bit unfortunate—we, personally, prefer new Ford phaetons.

There is one escort whose interests are numerous and varied enough to deserve special mention. He is an ardent skier, as well as an expert in taking surrealist photographs (a titter accompanied the disclosure—could this be a slam at the NEWS?). He is also a tennis fiend, and during the winter gives vent to his "racket" ambitions by becoming a ping-pong champion.

So here you have a few statistics. However, the French doors will be open for your convenience Saturday night—and it's always fun to see for yourself.

SENIORS HOLD MEETING AND FINISH ELECTIONS

Class Committee Appoints Chairmen, Wihelmina Schuerman Tree Day Mistress with Aides

At the senior class meeting February 25, the following elections were completed: Tree day mistress, Wilhelmina Schuerman; Aides, Jane Dahl, Joan Lockhart, Dorothy Pickett, and Peg McAdam; toastmistress for class banquet in June, Jean P. Kelly. The following appointments were made by the class executive committee: chairman of Alumnae rings, Virginia Sargent; chairman of class banquet—Dorothy Sands; chairman of "Academic council"—Ann Edwards; chairman of senior gift to Student aid—Gabrielle La Flamme; chairman of extra tickets for commencement—Marjorie Owen.

MISS HART LECTURES IN BOSTON ON DRAMA

Professor Sophie Chantal Hart of the English composition department lectured at Boston university Saturday morning, February 27, on *Modern Drama, Its Newer Techniques and Subject Matter.*

Miss Hart was guest lecturer before the class on present day writers, conducted by Professor Everett Getchell of South Natick. Other celebrated educators and authors who have lectured at Boston university on the invitation of Dr. Getchell include Robert Frost, David McCord, Carl Sandburg, Thornton W. Burgess, Robert Tristam Coffin, and Paul Engel.

YALE HEARS LECTURE BY MISS MANWARING

Miss Elizabeth Manwaring of the English composition department was honored last week as the first woman ever to lecture at the Yale library. Miss Manwaring lectured on *Some Uses of the Poetry of T. S. Eliot* in connection with Yale library's exhibition of first editions, first printings, manuscripts, and letters.

Although women have lectured at Yale in general lectures, among them Miss Katharine Balderston of the English literature department and Miss Manwaring, Miss Manwaring's lecture on T. S. Eliot last Friday, February 26, marked an innovation at the Library.

Seniors Will Trip Fantastic At Prom

The Class of '37 is busily preparing to trip the light fantastic to the strains of Ruby Newman's orchestra, Saturday evening, March 6 from 8 p.m. until midnight in the Alumnae ballroom.

Preceding the affair are the several prom dinners at Stone, Claflin, Severance and Tower court at 6:45 p.m. Elizabeth Hubbard heads the general committee, assisted by Eleanor Clark, food; Dorothy Lull, treasurer; Jane Dahl, orchestra; Elizabeth French, programs; and Mary Prentice, general arrangements.

Competition Starts For Program Covers

The Float night committee wishes to announce that competition is open for the designs for the covers of the Float night programs. The covers, which are to be in black and white, should measure four by six inches. The topic is Gilbert and Sullivan. All designs should be submitted by March 18 to Virginia Grier, 44 Noanett.

Submit Designs Now For Float Contest

This year the subject for Float Night will be Gilbert and Sullivan operettas. The competition for designs is open to all students but the seniors. Choose any scene from your favorite operetta and have your friends help you plan the design.

The competition closes on March 11, and all the designs must be given to Anne Hatheway, Severance hall, by that time. Simplicity, few characters, and bright colors are most important when you plan your float.

Wanted: '37 Fiances

Members of the class of 1937 who wish to have their engagements announced in *Legenda* are requested to hand in their names and those of their fiancés before March 17. All information will be kept strictly confidential. Please make your contributions to Lee Massey.

CLASSES WILL CONDUCT GYMNASIUM EXHIBITION

Events will Include Awarding of 'W's' and Demonstration by Gym and Dance Classes

The annual meet of the gym classes will begin with a grand march of all the participants. The meet will be held at Mary Hemenway on March 11 and is scheduled to start at 4:00. The events will include the awarding of "W's" for outstanding work in the gymnasium and tap dancing classes. Marjory Morgan '38 is the student in charge of activities.

An exhibition by the intermediate marching and gym class will follow the march, and after this, the elementary tap dancing class will execute two dances—a soft shoe and a waltz. Following a drill by the members of the fencing class, Helen Parks '39 and Betsy Thorogood '38 will stage a bout. Then the folk and intermediate dancing classes will perform. Among other events are an exhibit of German tactics by the advanced marching and gym classes and the execution of a buck and soft shoe by the members of the advanced tap group. Miss Fitch will give a short talk on the different badminton strokes, and the class will demonstrate them, a new feature this year, and will also play. The meet will conclude with apparatus work of both gym classes.

Students are invited to bring their parents or friends.

JUDGE WILL DISCUSS CHRISTIAN SCIENCE

A coming event of interest at Wellesley in the near future should be Judge Frederick C. Hill's lecture on Christian Science to be given in Alumnae hall, Sunday, March 7. Though a resident of Los Angeles, Judge Hill is a member of the Board of Lectureship of the Mother Church, the First Church of Christ, Scientist, in Boston.

Pool Drive Continues

The Swimming Pool drive will continue until the quota is filled. Students are urged to contribute now if they have not already done so and to encourage their parents to do the same.

Groups Work On Don Juan Ballet

Dance Groups, Theatre Workshop, and College Orchestra will Collaborate

Gluck's Ballet-pantomime will Have American Debut in Alumnae Hall on Saturday, March 20

MR. HOLMES EDITS MUSIC

The ballet-pantomime *Don Juan* by Gluck will be presented for the first time in America in Alumnae hall on Saturday evening, March 20 at 8:15. The Wellesley college Orchestra, Dance group and Theatre workshop are collaborating in giving the ballet-pantomime. Mr. Malcolm Holmes, conductor of the Orchestra, has edited the music from manuscripts found in the British museum; Miss Charlotte MacEwan is directing the dancing; and Theatre workshop, under the supervision of Professor Edith Smaill and Miss Sarah Emily Brown, is staging the event.

Tickets are fifty cents for students and one dollar *or* seventy-five cents for others. They will be sold at the ticket booth beginning on Monday, March 14.

The cast is as follows: Don Juan, Margaret Wycoff, '39; Commandant, Alice-Ann Kessler '37; Elvira, Martha Parkhurst '39; Sganarelle, Rhea Ornstein '40.

Men guests: Hildegarde Lewis '38; Beatrice Wakefield '40; Margaret Walker '39; Mary Bruce Taylor '38.

Women guests: Nancy Sargent '39; Hilda Swett '38; Judith Alexander '40; Florence Brooks '40.

Musicians and pages: Frances Harvey '39, Rose Kramer '38, Constance St. Onge '40, Christine Mullergren '40.

Gypsy, Camilla Davis '39; Tumblers, Marjory Morgan '38; M. Elizabeth Wunderle '39; Patricia Raney '37.

Entertainers, Lynn Lochridge '40, Virginia Coville '39.

Furies, Harriet Badenoch '37, Wilhelmina Schuerman '37, Lucretia Pearson '37, Mary Redman '37, Beulah Levin '37, Leonore Peristein '38, Elizabeth Parsons '39, Martha Kahle '39, Phyllis Gordon '40, Barbara Kroeger '40.

SENIORS PUBLISH MAIDS

The following sophomores have been chosen to be Prom maids for the senior Prom, March 6: Margaret Anderson, Elizabeth Avers, Helen Baldwin, Susan Barrett, Louise Bennett, Elizabeth Call, Marion Colwell, Priscilla Davis, Patricia Donovan, Carol Doty, Ruth Giles, Mary Glines, Cornelia Harrison, Jean Hewitt, Christine Hunter, Elizabeth Griggs, Kathleen Kelly, Ellen Libby, Lorraine MacKimmie, Jane McClure, Jane Mitchell, Martha Parkhurst, Nancy Reynolds, Nancy Sargent, Barbara Schofield, Louise Stewart, Dorothy Stout, Anna Tiebout, Adrienne Thorn, Elizabeth Wunderle, Dorothy Voss, Ann Wilson, Margaret Wyckoff, Ann Wemple, and Priscilla Young.

CHANGE IN ELECTIONS

The election committee wishes to announce a change in schedule for the election of minor officers. The schedule will be as follows: nominations (room 140), March 10; crossing off (room 140) and nominees' tea March 15; primaries (room 140), March 16 and 17; final voting (in the houses), March 19-21; announcements (court of Green Hall), March 23.

Girls Attend Oath Hearing

Mr. Reel Presents Wellesley Petition and Speaks of Delegation Present

CONANT, MORISON TALK

Leaders Speak On Repeal Of Oath

Over thirty students of Wellesley college headed by Mary Louise Bartlett '37, and Barbara Lieberman '37, of the recently appointed Senate investigating committee, took a specially chartered bus or went in by train to the hearing on the Teachers' Oath bill by the education committee of the Massachusetts general court last Tuesday.

Frank Reel, of the late Massachusetts Progressive committee and representative of the Massachusetts Society for Freedom in Teaching, directed the case favoring repeal of the Oath bill, which occupied all of the Tuesday sessions, and one by one called the witnesses to testify before the committee. Educators, labor leaders, representatives from Boards of Trustees, Parent - Teachers' Associations, the American Legion, student groups like the Harvard Student union and the Wellesley Senate, and clergymen all went on record as standing unalterably in favor of the repeal of the Teachers' Oath bill.

Mr. Reel handed the Wellesley petitions to the Clerk of the Court and remarked that "a group of well mannered young ladies from Wellesley college in the back of the room wished to go on record as favoring repeal of the Teachers' Oath law." President McAfee was scheduled to speak for repeal at the Thursday session, until the court waived the right of the opponents of the bill to extend their case after the Tuesday session.

In his introductory remarks Mr. Reel struck a significant note auguring well for the repeal of the law, when he said that since the last election the American Legion, whose representative, Colonel R. E. Goodman, testified, has reversed its original position favoring the Oath bill, that the Catholic church has finally taken a stand against the law, and that a certain publisher, whose name he did not mention, though formerly favoring the Oath bill, has been notably silent on that subject since his candidate for the Presidency was so badly defeated. Other favorable signs remarked upon by President James Conant and Professor Samuel Morison of Harvard were that several of the members of the committee who favored the Oath bill at the previous hearings had not been returned during the last election and that for once the opposition was being accorded a decent, orderly and fair trial.

Mr. Reel as leader of the offensive against the Oath law made a definite effort to collect different angles of various typical groups in the state and as a result achieved a wide cross section of opinion for the benefit of the court.

The educational interests led by President Conant, President Carl

(Continued on Page 7, Col. 2)

Houses Conduct Peace Meetings

Groups Exchange Ideas in General Discussions in Dormitories

VISITORS WELCOME

The campus Peace Discussion groups under the leadership of Mary Louise Oftedal '39, and Miriam Sapiro '38, have brought their first semester of activity to a close and look forward to another of equal interest. The groups number eleven and are under the guidance of the following persons respectively: Tower Court, Lucetta Sharp '39; Cazenove, Dorothy Jones '40; Beebe, Ann Paulsen '39; Norumbega, Marianne Robinson '39; Munger, Joan Byington '37; Severance, Elizabeth Wurst '38; Davis, Barbara Eckhart '38; Fiske, Eleanor Finger '40; Eliot, Vera Shapiro '40; Dower, Carol Lewis '40; and Homestead, Elizabeth Hapgood '40.

Most of the groups meet on Monday night immediately after dinner to discuss the various and sundry problems connected with the maintenance of peace using for material the daily newspapers and other sources. Ann Paulson's group at Beebe has undertaken a study of forms of international organization and the methods of peace arbitration and Lucetta Sharp's group at Tower, which meets on Wednesday night, usually has a faculty member present to speak.

Although groups have not yet been organized in all the houses, persons from other houses are invited to the ones already functioning both to listen and to contribute to the discussion. The dormitory chairmen meet once every two weeks with Mary Louise Oftedal and Miriam Sapiro to discuss problems of mutual interest and to exchange material.

Puppets Will Give Ibsen's 'Peer Gynt'

The department of drama of the Beaver Country Day school is sponsoring the Tatterman marionettes in Ibsen's *Peer Gynt*, March 10, at 8:15, in Bradley hall of the Beaver Country Day school.

The production is making an extensive tour, with the performance at the Beaver school its only Boston engagement. Mr. Paul McPharlin, one of this country's foremost authorities on the Marionette theatre, writes, "Marionettes . . . will be perfect interpreters . . . They can show this play in all its sweeping size, by reducing the proportions of the actors and consequently increasing the visual effect of their background." Tickets, at $1.00, may be purchased at the school or through the mail.

VEREIN SEES PICTURE

The Deutscher Verein held a meeting Wednesday night at Phi Sigma. A German travel moving picture, obtained from the North German Lloyd line, was shown. Miss Barbara Saidtt of the German department gave running comment on the film as scenes and activities in Germany were shown. German songs were sung, and refreshments were served.

Out From Dreams and Theories

The Vocational Uses of French

Some of the uses to which French may be put in connection with vocations will be discussed by Mrs. Ilsley of the French Department on Monday, March 8. Mrs. Ilsley has gathered some interesting material on the subject, and will be able to answer many questions which come up frequently in this regard.

The meeting will be at T. Z. E. House at 4:40. Tea will be served at 4:15.

Come-And-See Program March 29, 30 and 31, 1937

An opportunity to learn at first hand about social work—a bird's eye view of the various agencies for social betterment—a chance to meet leaders in social work and to discuss problems with them at luncheon and tea.

This is carried on by a leader with a group of students from the New England colleges. Four students will be received from Wellesley—juniors or seniors are preferred.

Students make their own arrangements for overnight accommodations and for breakfasts and dinners. The Pioneer club is recommended, where the first meetings will be held. Luncheons are taken with the group at various places.

Other details, and room rates at the Pioneer, may be obtained at the Personnel bureau.

It is necessary to register *AT ONCE* with the Personnel bureau if you wish to be considered as a candidate. The program for the three days is posted on the Personnel bureau bulletin board.

The Mocy Troining Squad

Mr. E. A. O'Rorke, director of executive training and placement at

(Continued on Page 3, Col. 4)

C. A. NOTES

Summer Conference

In the October assembly of the Student Christian movement of New England, the decision was made to have a united coeducational conference in June for delegates from all New England colleges. This conference will be held at Camp O-At-Ka, East Sebago, on Sebago Lake, thirty miles from Portland, Maine. This conference will replace the usual one at Silver Bay.

O-At-Ka is a gorgeous spot, with unsurpassed natural beauty (a five-mile expanse of lake, swimming, boating, and canoeing)—magnificent rustic equipment (recreational hall, commons, lodges, chapel)—ideal for our conferences.

Generous arrangements by the Camp committee have made possible the announcement of the lowest rates offered in many years—$12.50 for the conference period.

The conference begins with supper on Monday, June 14, and closes with breakfast on Monday, June 21.

A. A. Antics

Here are the results of badminton mixed doubles tournament so far. Twenty-six players entered, and the preliminary rounds were played off last Saturday afternoon. The matches are two out of three fifteen point games. Teams still in the running at the close of the first day of the tournament are Dr. and Mrs. Tracy B. Mallory, Margaret Butsch and Mr. Thomas B. Jeffery, Gertrude Schnur and Mr. Bernard Heyl, Mr. and Mrs. Michael Zigler, Marion Morss and Mr. Lawrence Smith, Claire Hustead and Mr. Horace Albert Howe. Dr. and Mrs. Mallory

(Continued on Page 3, Col. 3)

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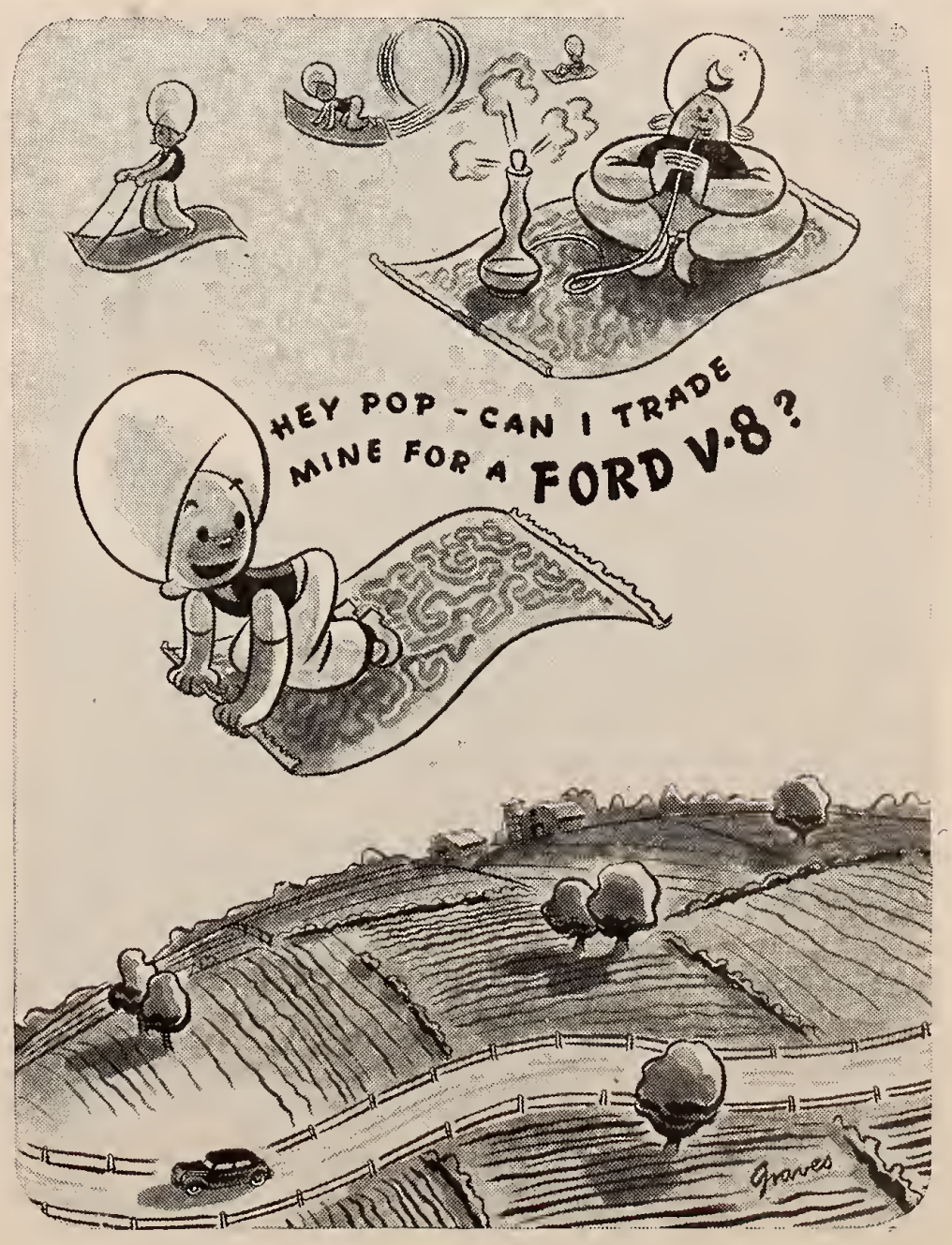

THE PEREGRINATING PRESS

THE recent discussion of the Teachers' Oath bill recalled to one of Perry's friends an incident of her high school days. The student was having some trouble with a problem in physics that concerned the number of revolutions of a wheel. She appealed to the teacher for help, but in that hope she was disappointed; for the teacher jerked out bitterly, "Oh, never mind that! We aren't supposed to teach you about revolutions any more."

* * *

PERRY had never realized the truth in the Wellesley-Smith feud until he saw an undergraduate gnashing her teeth after receiving a letter addressed to her at "Wellesley College, Northampton, Massachusetts."

* * *

WHAT a query Perry overheard one evening! A lady had been speaking of the exquisite singing of the boys' choir in Christ's Church in Cambridge, when a most interested voice chimed in, "Were the boys from Harvard?"

* * *

"WE'LL now take the roll," Perry heard a teacher say. "Miss A?" "Here." "Miss F?" "Here." 'Miss L?" "Here." "Miss P?" "BY!"

* * *

PERRY was startled out of his 8:40 Monday morning doze when the phil professor said, "I am a soul. When I look at you I have my doubts."

* * *

"WHAT is the period of liquidation?" the ec professor asked. Just as Perry was about to raise his hand, one eager student cried, "The period of liquidation is when a corporation is watering its stock!"

* * *

PERRY'S stooges on the faculty are still telling him about things they came across on the exams. A member of the ec department said that in explaining the principle of interest to his classes, he used the old adage, "A bird in the hand is worth two in the bush." On her exam one harassed girl wrote, "The principle of interest is easily explained by the old adage, 'Always try to kill two birds with one stone.'"

"I just wrote on the paper," the professor said, with a sigh, "You got your birds mixed."

SOMETHING should be done, Perry thinks, about the unconscious (?) puns the faculty is always getting off. Last week in a comp class Perry heard the professor say, "We are approaching an ocean of truth by divers approximations."

* * *

AN ec class was most indignant to hear their professor remark, "It is surprising the interest taken in economics this year, even among the dumb animals." And then they turned to see the large dog whose head and paws dangled inquiringly over the window sill.

Perry the Pressman

SENIOR PROM!

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Next to Hathaway House Bookshop

A. A. Antics

(Continued from Page 2, Col 5)

appear to be the strongest team, but some of the others are not so far behind.

Badminton enthusiasts are invited to come and watch the semi-final and final matches which will be played next Saturday afternoon beginning at three o'clock. Players who have been eliminated and any others who are interested may come and play informally when the courts are not needed for tournament matches.

COLLEGE SENIORS

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College graduates who expect to seek employment in business, will find the Intensive Secretarial Course at the Packard School a practical stepping stone to the security of a good income in the modern business world.

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OUT FROM DREAMS AND THEORIES

(Continued from Page 2, Col. 3)

Macy's in New York, plans to be in Wellesley on March 16. He will speak at a group meeting, open to any undergraduate, on the opportunities in retailing, and he will interview members of the senior class who wish to be considered for the training squad at the store.

Mr. O'Rorke has described the function of the training squad as follows: It . . "is the preliminary apprenticeship to a career in Retailing that we have used here at Macy's since 1919. The training period covers definite assignments in our selling, management, and

(Continued on Page 6, Col. 2)

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in

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"Advised by my singing coach, I changed to Luckies"

"In my new picture 'Swing High, Swing Low' I sing a song for the first time since I have been on the screen. To do this, I spent months taking singing lessons. And with this added strain, my throat was not in good shape. My singing coach suggested that when choosing cigarettes, I select a light smoke. And so I changed to Luckies. Since then I've found that a light smoke and my throat get along together just fine."

Carole Lombard

CURRENTLY STARRING IN PARAMOUNT PICTURES' "SWING HIGH, SWING LOW"

An independent survey was made recently among professional men and women—lawyers, doctors, lecturers, scientists, etc. Of those who said they smoke cigarettes, more than 87% stated they personally prefer a light smoke.

Miss Lombard verifies the wisdom of this preference, and so do other leading artists of the radio, stage, screen and opera. Their voices are their fortunes. That's why so many of them smoke Luckies. You, too, can have the throat protection of Luckies—a light smoke, free of certain harsh irritants removed by the exclusive process "It's Toasted". Luckies are gentle on the throat.

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WELLESLEY COLLEGE NEWS

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MIRIAM BARWOOD, 1938; PEGGY VAN WAGENEN, 1940 ..... *Business Editors*

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LET'S KEEP THE PEACE!

The Pittman and McReynolds bills on neutrality, upon which Congress will act this week, will determine the immediate future of the United States in a world rocked by the rumors of wars. This new neutrality law will affect every individual, for it will determine whether or not the United States will be enlisted in the next major war.

The provisions of the Pittman and McReynolds bills are based on neutrality of the mandatory type. Both put automatic embargoes on arms and munitions, loans and credits, applying equally to all belligerents. Both prohibit American vessels from carrying arms and munitions to any belligerent, and provide the President with authority to prevent American ports from being used as supply stations for belligerent vessels. The President is also given the power in both bills to list additional materials which American ships would be prohibited from transporting to any belligerent. All materials leaving the country, according to the Pittman bill, could not leave the country until all ownership and interest in them had been transferred to the foreign purchasers. The McReynolds bill provides that the President shall decide when to invoke this provision.

Although the provision embodied in the Pittman bill marks a gain for American neutrality, there is one dangerous weakness in the bill, for it does not prevent American ships from carrying goods into war zones. Yet the sinking of American ships carrying materials for the allies helped to push the United States into the World war. Nor do these proposals stop American industry from profiteering in a war. Nations at war can trade with the United States in anything but munitions, so long as American ships do not carry the articles black-listed by the President. With nearly "$8,000,000,000 of foreign securities in this country, easily converted into American dollars, a vast war trade would skyrocket American business, furnish a financial stake in the victory of one side or the other, repeat the economic history of 1914-1917, make American participation in a major war inevitable."

Not until the Pittman and McReynolds bills are amended to provide that "No merchandise shall be shipped to any belligerent in American vessels," and the President is empowered to embargo the sale of certain materials endangering our neutrality, will the neutrality policy of the United States be truly effective.

YOUR BUSY-NESS

Alice panted after the White Rabbit, who was running down Tower Court hill.

"Wait a minute, wait a minute," Alice cried. "I have time to kill and I want to talk to you."

"I'm sorry," the rabbit retorted. "I'm a vegetarian. Beside, only lazy people have time to kill." He hurried on his way, rolling a hoop with one hand while he signed the petition against the Teachers' Oath bill with the other.

"But I have nothing to do," Alice wailed. "I've read all my mail, and I've finished all my magazines, and there isn't time enough to do any work before my next class."

The White Rabbit did not answer, for he had only a few minutes in which to dash into the library to sign for a book, dash out to look at the index board, fill out his schedule card, and make out a budget for his time. Alice dolefully wandered to the El table and bought a brownie to munch while she filled up time by reading old "For Sale" notices.

The White Rabbit ran into Alice. "Will you please mail a letter for me?" he asked. Alice replied that she had no time. The White Rabbit scuttled away, murmuring, "If you want anything done, give it to a busy man."

FREE PRESS COLUMN

All contributions for this column must be signed with the full name of the author. Initials or numerals will be used if the writer so desires.

The Editors do not hold themselves responsible for opinions and statements in this column.

Contributions should be in the hands of the Editors by 11 A. M. on Monday.

Concerning Dr. Ham

To the Wellesley College News:

In view of the recent editorial in college NEWS touching on the subject of the Mount Holyoke presidency, attention is invited to the following open letter addressed to the undergraduates of Mount Holyoke college by librarian Frank G. Willcox and published in the Holyoke Transcript, February 12, 1937.

Myrtilla Avery, Wellesley college
Sophie C. Hart, Radcliffe college
From Holyoke Transcript, Feb. 12, 1937

Holyoke, Mass.

Dear Friends:

On inquiring lately as to such Mount Holyoke students as were opposed to a man president for the college, I was surprised to learn that most of them had given up allegiance to what they term their principle (meaning, I suppose, the conviction, which seems well-nigh unanimous, that Mount Holyoke should have a woman president) for considerations (shall we say?) of propriety.

I had hoped that through some bravely open mind a ray of light might be let into the student body, which, like a large part of the graduate body, is so pathetically unconscious of the significance of the impending conflict. Let there be no doubt but that a conflict is impending (it is but gathering force as yet) the final solution of which will rest on principle rather than propriety.

The ease with which multitudes of women who have been through, or who are going through, Mount Holyoke could be tricked into surrender of their principles, and could then be tricked again into allowing themselves to be used to prevent exposure of the trickery, gives me the first doubt that I have ever harbored of the success of the higher education of women. I had supposed that, whatever college training may or may not do for one, it teaches the wisdom of cultivating the open mind and the courage to look squarely at both sides of any issue.

May I suggest that a letter by a Mrs. Wyckoff (Mount Holyoke graduate) in the New York *Herald-Tribune* of February 11 (editorial page) is an admirable statement of the case which any Mount Holyoke woman ought to read, and, perhaps, reread. It might even raise the question, in the brighter minds, whether loyalty to an institution invariably means loyalty to its governing body, even when that body has proved false to its trust and betrayed the confidence reposed in it.

And there is one more thing which you may not have had brought to your attention heretofore, but which has a vital relation to the Mount Holyoke situation. It may be stated thus: With the human race, as regards intellectual attitudes towards the affairs of life, there might be said, in a sense, to be three sexes: the masculine, the feminine, and the intermediate. The intermediate sex (remember we are talking of intellectual attitudes only) is made up largely of married women. These, except the very clear-headed and independent-minded, tend to transfer their allegiance from the feminine to the masculine side as regards most issues. True, a fairly large number did crave their right to the ballot; and so, on that issue stood with their fellow-women; but on any other issues, such as equal rights as to occupations, rates of pay, general prestige in the business world, their sense of common interest with the unmarried women gradually lapses. This is the principal reason why women's rights are so hardly won and so hardly held.

If it were not for the fact that this defection from the feminine side is largely counterbalanced by a fairly good proportion of men who can see the essential justice of woman's claim to equal rights, their case would have been hopeless. For such men it is trying enough to see multitudes of women, even the unmarried, being not only hoodwinked into easy surrender, but even inveigled into support of measures for their own restriction, subordination, and eventual undoing; and especially to see them, out of sentimental regard for one man who has gotten himself into a silly dilemma, deliver a finishing blow to one of the few great opportunities of advancement of their own kind.

While you young women, many of you, are destined some day to shift your allegiance and become, as we may say, intermediate-sexed, would it not be chivalrous, until that time, at least, to stand unequivocably and loyally shoulder to shoulder with the brave and brainy women who have to fight their way in this world against uneven odds?

And one final point. In the immediate conflict which is on at Mount Holyoke the question as to the sex of the president is not the whole issue. There are at stake, also, the rights of the alumnae, the faculty, and the student body of a women's college to a respectful hearing on a matter of traditional policy and great consequence to the College. There is also at issue the

(*Continued on Page 7, Col. 1*)

A Cry for Education!

To the Wellesley College News:

There are two good reasons why this letter should not be postponed any longer. The curriculum committee has asked for suggestions, and the subject following was brought up last week in the NEWS.

If a poll were taken of the students of Education, I believe that a vast majority would agree that it is not up to Wellesley's standard.

The outline of the course is good; the assigned reading and the school visits are valuable. But there is no excuse for a professor to *read* to us an outline or headings of chapters in books! That is something we learned how to do in the primary grades. The class could be conducted by an interesting lecture and discussion, but it is so poor now that three girls were seen writing letters in class recently!

Education is an important subject not only for prospective teachers, but for every intelligent woman today. This course is not providing adequately for the need.

It is imperative that the presentation of the course should be improved.

1938

Strange Disappearance

To the Wellesley College News:

Friends of *Wellesley's Adopted Child* were startled here today to learn of his strange disappearance. According to his guardian, he has been missing several weeks. Even intimate friends of the family weren't told before, because he was expected to return after a short visit. When it became evident that he was being forcibly detained, negotiations were undertaken. In contacting the kidnapper it was thought best not to notify the police. Late developments, however, may necessitate their help on the case.

In the last contact, made through an intermediary, it was agreed that the child would be safe at home by last Wednesday. The child did not arrive. It seems to be developing into a serious case that may have to be taken into court. The pleas of the friends of *Wellesley's Adopted Child* are that he won't be harmed in any way, or done away with. He had a rash when he disappeared, and they are anxious that no complications develop.

He was last seen in Tower Court. It was reported that he wandered around Davis for some time. His distracted guardian urges anyone who sees him, to rescue him at once, and not to let him get dirty. When he left home for a short visit in Tower Court he had a white suit with red stripes, and wore a light brown coat and no hat. He was probably dragging a purple cow along, as that is his favorite toy.

The only clue so far, are that whoever kidnapped him must have wanted to deprive the innocent child of some money and a little notoriety. He had been asked to take a test for a contract in New York. Another clue is that the kidnapper wanted to keep the child quiet because he knew too much. The kidnapper may think *Wellesley's Adopted Child* says some harsh things, but everyone realizes the amazing, and often embarrassing frankness of children.

His guardian urges that he be treated well so he'll be in good health for the test. After all, Shirley Temple can earn money—why can't *Wellesley's Adopted Child?*

1939

What You Can Do For Peace

To the Wellesley College News:

There are two specimens in the human family whom peace workers meet so often they have learned to spot them by instinct. Class "A" is composed of unimaginative souls who always tell us with finality: "War is inevitable. The combative instinct is inherent in human nature. You are wasting your time if you try to prevent war." Class "B" is made up of those inert individuals who say with a mental shrug: "I certainly hope we don't have another war. But of course there is nothing I can do for peace. I am only one small person."

If we do have another war it will

(*Continued on Page 7, Col. 3*)

Put Them In Cold Storage

There's really no need for winter,
The more spring the better, say I.
Of ice I demand not a splinter,
And blue is preferred to gray sky.

So hail to a March summer season!
I don't care if it won't snow or freeze!
For winter there's really no reason—
But what shall I do with these skis?!

Schedule

Instead of merely counting sheep
Each night before he goes to sleep
The News Hound plans his studies for next day.

"I'll do German, start at seven;
Work on English 'till eleven;
But when shall I do German?" hear him say.

His poor brain is so befuddled
That his thought-train all is muddled.
He's so sleepy at the closing of the day
That he might as well abandon
Any thinking he had planned on
And into happy dreamland drift away.

Time Flies

Watch little flies upon the wall,
They climb the heights without a fall;
Their gravity is topside down,
And bottoms up, they go to town.

Entomology? the name dies!
By any other, flies is flies.
Relativity is unknown,
Unless it means the flies at home.

Science is a grand old game,
Evolution is its name,
But even with a MAN for bait
Little flies won't play it straight.

Br-r-ring

Buzz, b-r-r-ing, the telephone,
"Is Miss Duwilly now at home?"
Buzz, br-r-r-ing, "Hello, Miss Dopley,
Let's go dancing at the Copley!"

All the evening and all day
My mind from studying does stray
As constantly I'm listening
To that familiar buzz, b-r-ing.

He said he'd call;
I know he will.
"I wish you'd hurry,
Hurry, Bill!"

The others phone
And right on time.
The others phone,
In fury I'm

Still waiting.

Tragedy

I had a pot of ivy green,
From far across the sea.
Now just a brown, dead twig is seen.
Things will not grow for me!

My hair was short as short could be,
I thought I'd let it grow;
I could be Mistress of the Tree,
With flowing locks to show.

It now hangs down into my neck,
Still short; now stragglingly,
I'll say good-bye to Tree Day—heck!
Things will not grow for me!

A glint of interest in his eye
On first date I perceived;
To brighten it I thought I'd try
When phone call I received.

The dates have numbered near a score;
He still is "brotherly"—
A glint of interest, nothing more—
Things will not grow for me!

Tout Passe (except the author)

"Oh, Life is good
And Life is prime!"
My happy little song—
"Oh, Life is good
And Life is prime!"
It can not last for long.

(Today my song came to a finis—
My teacher marked a quiz 'D minus'!)

Theatre

Stage:

COLONIAL—*Idiot's Delight*

PLYMOUTH—*Brother Rat*

SHUBERT—*An Enemy of the People*, beginning March 8

Cinema:

METROPOLITAN—*John Meade's Woman*. Stage: *Paradise on Parade*.

LOEW'S STATE—Beginning Friday, *When You're in Love* and *Counterfeit Lady*

KEITH MEMORIAL—Beginning Friday, *Sea Devils*, and *We're on the Jury*

RKO, BOSTON—*Don't Tell the Wife*. Stage, Ritz Brothers.

FINE ARTS—*The Iron Duke* and *Liebelei*

COMMUNITY PLAYHOUSE—*Romeo and Juliet*

CAMPUS CRITIC

Experimental Play

Barnswallows presented Lord Dunsany's *The Golden Doom* as the third experimental play of the season at Alumnae hall on February 27, and it proved successful in that the production was obviously characterized by attempts along experimental lines. Although in themselves not all of these proved as effective as might have been wished, as a whole the cast sustained the tenuous mood of the medieval fantasy with great success, while the able direction of Joyce Knoedler '38 gave to the production a mobility of effect not always achieved in college work.

Experimental effects were in evidence in make-up, some of which were successful, while others, such as the straight blue and white make-up of two soldiers, were not; in sound effects, the experiment of a constant undercurrent of music running through the whole production was on the whole effective, the only criticism being that it tended to become blaring; in acting, by the grotesque stylized movements of the spies in particular, and a general tendency toward stylization and the use of motifs well in keeping with the character of the play. The interpretation was in general sensitive, the grouping good, with only occasional rough spots as in the overdone pacing of the King and Chamberlain.

Costume, lighting and setting were not very much emphasized in the general attempt to gain varied artistic effects. Lighting might have been used both more adroitly and to greater advantage, while the set, with its gray hangings, lent a prison-like rather than fantastic atmosphere to the scene.

The enthusiasm of both cast and director was apparent throughout the performance, and the production is to be praised for the definite attempts evidenced throughout to achieve new and vitalizing artistic effects.

E. G. '38

"Romeo and Juliet"

Probably the most impressive feature of the screen version of *Romeo and Juliet*, now showing at the Community Playhouse, is the presence of artistic mob and street scenes. It is impossible to procure effects on the stage such as the movies have obtained. The opening scene in the square of Verona is vivid and intense, setting a frame for the story which follows—the story of maturing young love. The ball and the funeral procession are also beautiful settings of the type which could not be well carried out on the stage.

The characterizations rendered by Leslie Howard and Norma Shearer are excellent. Seldom have motion picture artists achieved such heights as have these two. Miss Shearer is a sensitive, gay, young girl throughout, impressed by the tormenting love through which she passes. Mr. Howard portrays well the young man who reaches mature vision only after deep suffering. In much of the picture, however, he seems a bit too sophisticated for the youth whom he must present.

The supporting cast outshines, at times, the leading actors. John Barrymore, playing the part of Mercutio, serves for the desired contrast to the young lover. His "Queen Mab" speech is extremely well done, while in some other parts of the production he does not measure up to his own standard. Edna May Oliver very adequately takes the part of the nurse and adds considerably to the humour of the picture.

This production has followed strictly the text set down by William Shakespeare. Not once does it deviate from the original lines. The diction throughout is excellent, and the interpretation most satisfying. Although many people scorn Hollywood and its endeavors, they must realize that the movies are an art distinctive of this century and worthy of our study. *Romeo and Juliet* is a picture which no theatre goer should miss.

B. P. '38

Organ Recital

The various effects attainable on the organ were well exhibited in the recital given Sunday evening, February 28, in Houghton Memorial chapel by Edward Barry Greene of the music department.

The program opened with a group of compositions by Bach. First the chorale prelude *In Dir ist Freude* which made a brilliant, exuberant opening. The chorale prelude *Ich ruf' zu Dir* followed, making an effective contrast to the first. This is of a soft, melancholic nature and it was played with a lovely, smooth legato touch. The group closed with the forceful *Prelude and Fugue in G major*. The contrast between the legato and staccato in the fugue was especially well defined.

A *Prelude* by Clerambault followed, a charming, light composition in which the main interest centered in the various combinations of stops used. These were extremely effective and interesting. Mr. Greene played next a *Sarabande* by Corelli, a slow, serious, meditative composition, the mood of which was much in contrast to the preceding selection. The smooth legato, and the marked phrasing were especially well achieved.

The *Chorale No. 3 in A minor* by Franck was one of the highlights of the program. This composition alternates spirited passages with serene, more melodic ones, making effective contrasts which are quite dramatic. Mr. Greene gained this fluctuation of mood most admirably, and the crescendi were well built up, especially the final one which made a powerful close to this superb composition.

Following this were two Chorale Preludes by Vaughan-Williams. The first, *Rhosymedre*, is another composition interesting for the combinations of stops. The phrasing, which was clearly marked, was very effective. The *Bryn Calfaria* was a contrast in being quite ponderous in character.

Es ist ein Ros' entsprungen by Brahms followed. In this again Mr. Greene achieved a smooth, legato, well phrased melody. This composition, too, was clearly understood and beautifully performed. A charming, graceful composition, the *Canon in B minor* by Schumann continued the program. In this one felt that Mr. Greene's interest was centered somewhat more in the upper line of the canon than equally divided, but the imitation below was still quite easily audible.

This varied and well chosen program closed with the Bach *Prelude and Fugue in D minor* which is the so-called violin prelude and fugue. The subject was well brought out throughout the fugue, and the well built climax of the ending formed a brilliant close for this interesting program, which Mr. Greene presented so commendably.

June Tienken '37

Hampton Singers

The Hampton senior quartet, with two additional members, sang in Billings hall at 4:40 p.m., February 26. Included in their program were many of the old favorite spirituals familiar to the audience. The singers were outstanding in their rendition of *Swing Low, Sweet Chariot*, one of the spirituals which have made them famous. The audience enjoyed particularly the unfailing appeal of *Deep River*.

The selections presented opportunity for harmonious blending of the six voices and an interesting display of the naturalistic type of singing common to the negro folk song. A solo by Mr. Wainwright, who has been with the singers since his graduation from Hampton institute over fifty years ago, recalled to the audience what the original *Old Black Joe* must have been like.

Between groups of spirituals, the singers' manager spoke on the Hampton institute in Virginia.

H. K. '40

The Grown-Ups

The Grown-ups, by Catharine Whitcomb. Random House. 269 pp.

Many grown-ups remember their childhood. They may remember the succession of events, the people, the mistakes, the changes, perhaps even the hopes, fears, joys and sorrows. But Catharine Whitcomb remembers more than that. She remembers how it *felt* to be a child. She remembers how, to a child, one incident may be its whole existence up to that time, and seem to be its whole life to come. She puts into prose what Blake meant when he said, in his *Auguries of Innocense*,

"To see the world in a grain of sand,
And heaven in a wild flower.
Hold infinity in the palm of your hand
And eternity in an hour."

But often it seems that Miss Whitcomb has endowed children with incredibly clear insight into their own feelings—an insight which could only come from an adult mind endeavoring to interpret that of a child. The author is probably correct in her interpretation, but errs when she attributes such capacity for self-analysis to a child.

Miss Whitcomb does, however, know how children feel and think, for she knows that in a child's life, it is the grown-ups who are all important. The grown-ups are always there, superior, awesome, inexplicable, ever-changing, dominating every part of the child's waking hours. The child struggles to understand, to cope with these adults, and, failing, realizes that she can never know the answer until she, too, is part of the grown-up world.

The story of Camilla Madden is probably no different from that of hundreds of other children of divorced parents, but Miss Whitcomb has told it with poignancy and sympathy. Camilla's first memory was of her mother—her mother who was "too beautiful for childish love, too immaculate for childish hands," and whom she never came to know. Then followed life with her Grandmother Madden, a tranquil life and happy because of her father's presence. For in spite of her father's selfishness and neglect, Camilla adored him with all the intense devotion of her lonely childish heart.

Her life moved swiftly after this. For a while she lived with her father, but he left her the greater part of the time under the care of a middle-aged housekeeper. When her father married again, Camilla endured many nightmarish months with his neurotic second wife. She saw her parents fighting over her, not because they wanted her but to spite each other. For a time she went to boarding school and then to live with her aunt and uncle. From there she went to a very fashionable "young ladies' establishment" where she had her first taste of sophistication and life among the "jeunesse dorée." Finally, Camilla cries out in desperation against the constantly changing, impermanent, perplexing background that the grown-ups have thrust upon her. "Just as I get used to one thing I lose it. What's the sense in that, anyway?"

No one answers Camilla's question. At best it would only have been an inadequate grown-up answer. In the end, Camilla offers her own solution.

". . . and she thought with a kind of amazement: I have no case against anybody; I am alive; I breathe; the blood moves in my veins; I am young. None of it has left a wound on my body; and the band is playing."

The Grown-ups is for all those who like to remember their childhood or for those who need a little help in remembering. It is for those who like flowing, yet compact, tersely written prose. And it should be impressive reading for all parents contemplating divorce.

B. K. '39

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A Tailored-lovely pure silk Shantung in a style that will be a standout a little later on. Short, puffed sleeves, new overlapping pockets, button front to the waist and mannish notched collar, $12.95

B Pleater—a whole panel of pleats right down the front of this soft chiffon frock. Shirt-type collar, short sleeves, the half inch belt is of white patent leather, $16.95

C Hi-Hat—pleated in front like a man's dress shirt but, there the similarity ceases for this belted frock with its short tucked sleeves is of soft chiffon, $14.95

D Sportster—crisp and lovely is this tailored frock in a brand new weave. Sharkskin in weight but Shantung in weave. Mannish notched collar, button front, invisible pockets and polka dotted navy ascot, $16.95.

E Ladder Front—a soft crepe shirt-type frock with a ladder-pleated front panel with belted waist and flapped pockets. The skirt is kick-pleated in back, $10.95.

Liberals Speak On New Entente

Sir George Paish and Miss Jennie Lee Agree on Type of Proposed Alliance

MR. BUNDY PRESIDES

(Continued from Page 1, Col. 1)

drives for more land with wilful determination.

The situation today presents a more dangerous proposition than before the World war. Before that war at least the world was prosperous, today there is no economic security anywhere. Private credit between nations has come to an end. Government credit is fast becoming unattainable. Such an unprecedented situation as cessation of world credit can lead only to world breakdown.

"How can we prevent this world breakdown?" Sir Paish asks. In finding his answer he turns to the two nations which have reached the necessary psychological view point to meet this situation. The United States and Great Britain have an understanding of the policy of the "good neighbor" and the possibilities of governing without purely selfish ends. If these two countries would work together they could aid the ailing nations in their financial crisis; they could work out the present problems and thus prevent the world from drifting into the chaos toward which it is inevitably directed.

Miss Jennie Lee, the youngest woman ever to sit in the British Parliament, spoke following Sir Paish. With her opening question, "Must we be helpless victims of the old cycles of history?" she lifted her audience to the fiery level of her own Scotish ideals, and carried them along on the enthusiasm of her appeal. Explaining that her own country was by no means a totalitarian state, she described the dynamic situation of conflicting opinions within Great Britain. Today England's factions consist of conservatives and liberals, and whether an Anglo-American friendship could help in the present world crisis would depend upon the policies of the faction in power.

The conservatives, under the leadership of Prime Minister Stanley Baldwin, have just made a new armament appropriation which, according to the liberal ideas of Miss Lee, is a step in the wrong direction. She cannot favor any agreement whereby the United States should follow Great Britain in its policy of increased armaments. Miss Lee points to the modern liberals as the "conscience-keepers" of Great Britain who realize the error in Great Britain's latest step.

The cooperation between Great Britain and America should be founded upon their higher standard of living and should grow from the efforts to raise the standards of living of the rest of the world. Fascism, and the other totalitarian state ideas are hindrances to the program and should be pushed back. Increasing armaments cannot discourage the regimented state but tend only to further the struggle for world rank among the nations.

Miss Lee's suggestion to meet the world crisis is that America and Great Britain abandon their policy of patronizing interference and treacherous armament. She does not advise interference in the government of other nations that is opposed to democratic traditions. The idea of the liberals, as presented by Miss Lee, is to approach the rest of the world "as their brothers, not as their betters" and to work together on a world wide program of better living.

Mlle Pernot Will Lecture

Stress in French Speech and Song will be the topic of Mademoiselle Nicolede Pernot's second lecture on French pronunciation Monday evening, March 8, at 7:30 p.m. in Billings Hall. She will illustrate her lecture with French phonograph records.

Three Departments Combine Efforts in American Premiere of 'Don Juan'

So few times has *Don Juan* been played since it was presented 276 years ago that Wellesley students will have the unique experience of seeing and hearing an original version of the first ballet ever to present a drama through the dance and music. *Don Juan or the Libertine Destroyed* has music composed by Christopher Gluck, and dances arranged by Gasparo Angiolone. This first early ballet had its first performances in Vienna, was later introduced to Paris under the patronage of Marie Antoinette, and finally reached London audiences in 1785. Since then the ballet has rarely been produced because it is not complete. The libretto and the choreography of the original ballet have been lost; only scant program notes and the score of Gluck's music remain.

It is the original work involved in the production of *Don Juan* which will make it one of the most extensive and exciting productions that the college Orchestra, Dance group and Theatre workshop have ever attempted. The three departments are cooperating to make this American premiere of *Don Juan* one of the most memorable events of the year. Mr. Malcolm Holmes of the music department spent many hours in research, comparing the Gluck music in the British museum, "Favorite Dances from Don Juan" with the published works of Gluck to find what was contained in the Viennese original of *Don Juan*. The photostat copies which Mr. Holmes made of the original libretto found in the library of the Paris Conservatory of Music were a great step in promoting the production of the ballet.

Mr. Holmes worked with Miss Charlotte MacEwan to divide the music into divisions of acts and scenes, and to interpret the music into dramatic action. Since nothing of the original choreography remains, Miss MacEwan and her modern dance students have had the difficult task of creating original dances to follow the music.

Theatre workshop has had to cope with the problem of approach and the style of the setting and the costumes. Because of the enormous expense involved and the limited time for research, and the fact that the pantomimic dancing of the ballet will be stylized, Theatre workshop has decided to interpret the setting and costumes in a stylized modern way. The roccoco tendency of the period of Don Juan is expressed in the unit ramp set with its flamboyant writhing curves on many levels to provide for variety in the setting for the dances. The spirit and mood of the play is to be conveyed through the use of color and line. Costumes have retained the line of the period with the tight bodice and the flaring skirt, but they are stylized in color decoration and design.

Harvard Ranks First For Husbands; Yale, Tech, and Dartmouth Run Second

Mrs. Lucy Killough's Statistics class of last semester accumulated figures on the marriage rate of former Wellesley students and on the characteristics of that strange, although not so infrequent animal, the Wellesley husband.

Before embarking upon the actual data it may be interesting to note that, according to Miss Florence Risley of the Alumnae office, the marriage rate of Wellesley students is substantially higher than that of other colleges and professional groups. So if the figures seem dishearteningly low, consider the student lucky who came to Wellesley instead of going to Bryn Mawr or Vassar or into one of the professional training groups such as business or nursing.

The statistics for the classes 1927 to 1930 are incomplete, because the investigators proceeded on the basic assumption that ten years should intervene before considering the record permanent, but that ten years after graduation if you're not married, you might as well resign yourself to living alone and liking it. Of the 6,033 questionnaires studied, an average of 67 per cent of former Wellesley students have been married within an average of 5 years after graduation. The class of 1934 hit an all time high of 80 per cent marriages within an average of two and one half years after graduation.

About 65 per cent of former Wellesley students' husbands attended college. Since the turn of the century the number has been on the increase; the years from 1899 to 1903 produced about 58 per cent college husbands, and the years 1929 to 1933 produced almost 85 per cent college husbands. Of the 1279 husbands who attended New England colleges 359 went to Harvard, 175 to Yale, 180 to Tech, 125 to Dartmouth and 519 to all other colleges in the area. Of the other husbands, 100 attended Princeton and 685 attended other colleges in the Middle Atlantic area, 520 attended North Central colleges, 180 South Atlantic colleges, 85 Mountain and Pacific colleges, 75 foreign colleges and 50 South Central colleges. Moral: New England is a fertile hunting ground and Harvard most of all, so pick your man while you're still at Wellesley.

And what kind of husbands do Wellesley students marry? You know the old game "rich man, poor man, beggar man, thief; doctor, lawyer, merchant or chief." Considering the figures for 1909-34 on Wellesley husbands, the last group wins out by a long shot, although the business men nose out the professional men by a decent margin. 43.9 per cent of Wellesley husbands during that period were engaged in manufacturing, trade or transportation. If you're planning on marrying a professional man, a doctor, lawyer, teacher, or preacher, you can be safe in the knowledge that 41.8 per cent of your married classmates did the same thing and that you'll probably meet up with them at the annual meetings of the American Medical association or the American association of University Professors. 4.1 per cent forsook the cities and took to the wide open spaces with their equally energetic husbands who are engaged in the extractive industries (see Ec 101), 3.8 per cent do not report what their husbands do, and that, along with everything else conjured up by these statistics, we leave to your vivid imaginations.

OUT FROM DREAMS AND THEORIES

(Continued from Page 3, Col. 5)

merchandising organization, plus valuable insight into the function of our advertising, receiving, planning and comparison departments. The period of training roughly covers thirty to thirty-nine weeks, regulated according to the needs of the individual, during which time the individual is assigned to such positions as her development and future placement warrant. Weekly discussion meetings with the major executives of the store are arranged, at which the individual is acquainted with the theories and problems of Retailing. At the end of this training period, on the basis of the Squad person's aptitudes and expressed desire, her placement is worked out,—usually in the Merchandising field."

As to the qualifications involved, Mr. O'Rorke makes this observation, "due to the nature of Retailing, we have found that there is a high correlation between the successful person in this field and those who have participated successfully in campus activities."

Watch for more details of Mr. O'Rorke's visit!

SOCIETY HOUSES HOLD PROGRAM MEETINGS

Devote Final Gatherings Before Semi-opens to Entertainment and to Related Study

The last program meetings of the year before the annual Semi-opens were held by the various societies in their houses on Saturday evening, February 27.

Tau Zeta Epsilon, whose subject for study this year is Spanish art, devoted the evening to a musical program and the presentation of tableaux-paintings executed by members of the society.

Shakespeare presented the last act of the *Tempest* which has been the play under study this year; Phi Sigma enacted the first act of Maxwell Anderson's poetic drama, *Night Over Taos*, while Alpha Kappa Chi rehearsed *The Trojan Women*, the play which it will present at its Semi-open under the direction of Mrs. Lillian Libman Buller.

Agora's meeting was spent in a discussion of *The Theory of Communism and Its Implications*, led by five members of the society, while Zeta Alpha devoted the evening to the discussion of some plays in preparation to choosing one for production at the Semi-open.

DEPARTMENT PRESENTS 18TH CENTURY EVENING

Faculty Members Aid Miss Wells to Entertain Students with Old-Time Amusements

Through courtesy of the English literature department, the eighteenth century came to Alumnae hall on Friday evening, February 26. Members of advanced courses in the department and a number of invited guests were entertained with the polite amusements of the time of Pope, under the direction of Miss Evelyn K. Wells, instructor in English literature.

Chamber music by composers of the late seventeenth and early eighteenth centuries was presented by string quartets under the direction of Mr. Malcolm Holmes, of the department of music. Mlle. Francoise Ruet of the French department sang three songs of the same period; and, with Miss Wells, several airs from *The Beggar's Opera*. Miss Wells also sang pastorals. Members of English literature 310, led by Mary Guernsey '38, sang well-known rounds.

Assisted by men from the English Folk Dance Society of Boston, members of the Intermediate Dance group gave graceful country dances. Mr. Rudolf Willard, of the department of English literature, demonstrated the playing of ombre, a card game played in Pope's *Rape Of the Lock*. General singing of rounds and country dancing closed the program. Mary Margaret French, graduate, and Mary Elizabeth Wunderle '39 were accompanists.

Doctor Lectures On Graduate Problems

Problems facing the college graduate and the necessity for individual adjustment to them were subjects discussed by Dr. John M. Flynn, a member of the staff of the Peter Bent Brigham hospital, when he addressed the Newman club on Friday, February 26, at Z. A. Carol Horrigan, 1937, presided, and Father Edward Dunne introduced Dr. Flynn. Plans were also made for a formal dance in the near future with the Harvard St. Paul club.

MEMBERS READ REPORTS

A meeting of the Classical Club was held on Monday evening, March 1, at A. K. X. Book reports on newly published works dealing with classical subjects were read by various members of the club. Ruth Campbell '38 reviewed "Freedom Farewell" by Phyllis Bentley, Mary Louise McCarthy '37 reported on "I, Claudius" by Robert Graves, Rose Saharnis '39 told about "Within the Walls" by Agnes Vaughan, and Elinor Hayes '40 reported on "The Jew of Rome" by Feuchtwanger.

A. K. X. WILL PRESENT 'THE TROJAN WOMEN'

Euripides' Play, a Work of Peace Propaganda, will Have Two Evening Performances

For the semi-open program, A. K. X. will present Euripides' play, *The Trojan Women*, on Friday and Saturday evening, March 12 and 13. This play deals with the war between the Trojans and the Greeks, and is one of the greatest works of peace propaganda ever written.

The cast includes The God Poseidon, Sally Moynihan '37; The Goddess Pallas Athena, Marian Allan '38; Hecuba, Queen of Troy, wife of Priam, mother of Hector and Paris, Lillian Libman Buller '33; Cassandra, daughter of Hecuba, a prophetess, Anita Jones '38; Andromache, wife of Hector, Prince of Troy, Norma Murray '37; Helen, wife of Menelaus, king of Sparta; carried off by Paris, Prince of Troy, Louise Kelner '37; Talthybius, Herald of the Greeks, Laura Lee Horne '37; Menelaus, King of Sparta, and together with his brother Agamemnon, General of the Greeks, Frances Nearing '38; Chorus of captive Trojan women, young and old, maiden and married, leader, Jane Waterman '37, and Frances Graham '38, Katherine Fraser '38, Marian Legg '37, Sarah Fenn '38, and Frances Davison '38.

The play is directed by Lillian Libman Buller, Theda Goodman '37 is chairman of production, Constance Culver '37, chairman of publicity, Harriet Ann Pribble '37, chairman of costumes, and Virginia Sargent '37, chairman of properties.

Tickets, which are fifty cents, are now on sale.

Records Show Value Of College Courses

Statistics on U. S. Representatives and Senators Reveal that of 444, 358 Attended College

By John Blair (ACP)

WASHINGTON, D. C.—College students who endure the dreary winter, thinking "What's the use," may find some hope in the percentage of United States Representatives and Senators who attended college. The cold fact is that of the 441 national legislators who record their educational privileges in the Congressional Directory, 358 attended college. Slightly more than 81 per cent of the members thus recorded went to college.

The figure in favor of the college man is impressive. Representatives and Senators with a college background make up 69 per cent of the personnel of the 75th Congress.

One Congressman, whom your correspondent did not include in the reckoning of "college men," deserves more credit for his training than many of those who earned honors at universities. He is Matthew A. Dunn of Pittsburgh. Mr. Dunn lost the sight of one eye in an accident when he was 12 years old and, in another mishap at the age of 20, lost the sight of his remaining eye. Mr. Dunn did not allow these misfortunes to down him. He became a student at the Pittsburgh and Overbrook schools for the blind. He was elected to the 73rd Congress in 1932.

The "co-eds" in Congress, who list their educations, if not always their ages, are all highly trained. Mrs. Edith Nourse Rogers of Massachusetts graduated from Rogers Hall school at Lowell, and then attended Madame Julien's School at Paris, France. Caroline O'Day, representative-at-large from New York graduated from Lucy Cobb Institute, Athens, Georgia; and Mrs. Nan Wood Honeyman, Oregon, finished at St. Helen's Hall, and attended the Finch School in New York.

Whatever else their faults may be, the members of the 75th Congress cannot be charged with lack of college training.

Language Reflects French Attributes

"Every language is the mirror of the people who speak it," said Mlle. Marguerite Clement in beginning her lecture on *La Langue Française, Miroir de la France* at Alumnae hall, Monday evening, March 1. France is a country of acute linguistic conscience. She has defended her language as she has defended her frontiers.

The French are an extremely polite race. This fact is illustrated by their strict attention to letter forms, as well as in their daily conversations. A marked distinction, difficult for foreigners to grasp, is seen in the uses of *tu* and *vous*, the nuances of which are varied.

French people hold logic and abstractions in much greater importance than the English, who are more concerned in the appearance of the object they are describing than in the object itself. The French concern themselves first with the object and last with the qualifying adjective.

A sociable race, the French are very interested in the human and preoccupied with the psychological. Using syntax to press effects is a sort of amusement for them. "They have the desire to mix the human with the grammatical," explained Mlle. Clement.

In sentence composition, French is the clear language *par excellence*. One cannot lie innocently in this tongue. When a Frenchman does not understand what you say to him, he says so. He speaks a language of analysis because he is very interested in the things he talks about, and he has the sense of abstract nuances.

Reason, as exemplifying logic and order, is the traditional word of the nation. The language is one that "believes in the power of the idea." If a Frenchman wishes to complain, he says, "alas, there are times when the good God is not reasonable!"

French people are temperamental. They hold tranquillity, the idea of peace, as an ideal. Complete unselfconsciousness is another essential quality of the race. Self-consciousness is an indication of strong individualism, which is not a French characteristic. The Frenchman is conscious of himself as a man, but not as a "self."

The language is a mixture of moral, aesthetic, and intellectual elements It is sufficient to make a thorough study of this tongue to understand the people who speak it. It is the key to all French ideas and speculations.

Concerning Dr. Hom

(*Continued from Page* 4, *Col.* 3)

right of an alumnae body to be represented, not betrayed, by its elected representatives on the Board of Trustees of a college. All of these rights have been thrown into discard at Mount Holyoke. With the men's colleges they would have been respected. It is different with women's colleges. Things can be put over on them.

Dr. Ham says: "Any departure from a tradition in such a matter is bound to arouse opposition. If Yale were to elect tomorrow a new president who was not a Yale graduate there would be the same sort of fight." And President Angell says of Yale's newly elected president: "He will bring to the position a sympathetic understanding of her traditions and ideals." So it is with men's colleges. How is it that you students of Mount Holyoke can so precipitately abandon allegiance to her traditions and ideals in favor of a man not yet your president, who comes nonchalantly tramping them under foot? Is it true, indeed, that all women are fickle; or did you just not understand?

Sincerely yours,
F. G. WILLCOX

Departments Broadcast

The French department will broadcast a program over WIXAL, World-Wide broadcasting foundation, on Saturday, March 13, at 5 p.m.

This station, the most powerful in the United States, may be heard around the world. A new series of broadcasts, *World Youth Speaks*, has been started by Professor Wheeler of Tufts.

The Italian department will broadcast at 5 p.m. on March 27.

MISS TARBELL CITES MANY OPPORTUNITIES

Physical Education Field Presents Unlimited Possibilities for a Well-trained Person

"There are many opportunities in the field of physical education for a well-trained person," declared Miss Anita Tarbell of Beaver Country Day school, in her lecture on *Opportunities in the Field of Health and Physical Education*, "but it is very difficult, especially in certain types of work, to find someone who has all the necessary qualifications." Miss Tarbell spoke at 4:40 p. m., Tuesday, March 2, at T. Z. E. house. "The many fields demanding training in health and physical education include teaching in both public and private elementary and secondary schools, normal schools and colleges, administrative work in such departments, work in camps, public health work, work in girls' clubs, Y. W. C. A.'s, and playgrounds, and work in the field of physiotherapy."

Speaking of the teaching field, Miss Tarbell said, "The aim of physical education, like the aim of any type of education, is the development of the child's whole personality, and to this end the program is adapted to the child, not the child to the program. We try to find something that each child can do well and enjoy doing. If a child who is not well-developed is placed in a group of children who have greater ability in that type of skill, the poorly-developed child tends to withdraw, to sit on the sidelines, and to develop a sense of inferiority."

"It is most stimulating to the teacher," she continued, "to be able to watch the gradual development of a child under her guidance." In a school such as the Beaver school, this is possible, since the children are taken at three years of age and trained through high school.

Miss Tarbell also spoke especially of work in the smaller western camps, where such qualities as initiative, imagination, adaptability and flexibility must be combined with training and ability in her field to make a capable director or counsellor.

State Conducts Hearing

(*Continued from Page* 2, *Col.* 1)

Compton of M. I. T. and Professor Morison stressed the fact that this piece of legislation was discriminatory against the teaching profession, that it was unnecessary and unwise, that "it had been conceived in an atmosphere of fear," and that the teachers are not and have never been considered public officials.

The religious interests concurred for the most part with the educators and stressed the fear that such legislation threatened parochial schools and laid precedent for similar legislation directed against the clergy. Ex-Senator Joseph Finnigan of Dorchester was especially courageous in his attack on the bill in view of the recent position since abandoned by the Catholic church. He denounced the bill as a law emanating from little minds, as a form of sumptuary laws and as a gratuitous insult to the teaching profession.

The labor leaders, Kenneth I. Taylor of the Massachusetts State Federation of Labor, Hugh Mason and Walter Sibley of the Massachusetts State Federation of Teachers and representatives of various labor unions, stressed particularly the effect of such legislation upon the democratic process and the progress of the trade union movement.

Hector de Lisle, superintendent of the Fall River board of education, emphasized the effect of the bill on freedom in teaching. Mr. de Lisle's position was substantiated by Miss Louise Earle of the Massachusetts League of Women voters, and Miss Dorothy Waldo of Dana Hall.

What You Can Do For Peace

(*Continued from Page* 4, *Col.* 4)

be because such members of the "let nature take its course" school outnumber the people who not only know that there is a job to be done to prevent war but that it is up to them to do their part. The stamping out of war, like the achievement of any other great and far-reaching goal, is a long process. It will be possible only through the combined coordinated activities of people with vision, zeal, understanding. It requires the efforts and energies of the young people who would be the victims of another war—young leaders with the background and intelligence which college develops—boys and girls with a realization of their profound moral responsibility as members of the generation of tomorrow.

The consideration of the student working for peace resolves itself into three steps. The first is to become informed, the second is to educate others, and the third is to train others to translate their knowledge into "peace action."

No matter how ardently you may believe in the vague generality, "Peace, peace, beautiful peace," you can never make your enthusiasm effective without first gaining specific knowledge of the present international situation and of the solutions to the war problem, both for our country and for the world, which authorities have brought forward.

You must keep up-to-date on the legislation that is being considered in Congress which touches the nation's foreign policy. Dozens of books written in the last year or two are as fascinating as they are informative in their peace message. To mention a few: *The Price of Peace*, by Simonds and Emeny; *The Road to War*, by Walter Millis; *Mars His Idiot*, by H. M. Tomlinson; *Cry Havoc*, by Beverly Nichols; and *Friends or Enemies*, by J. W. Pratt. The National Council for Prevention of War has compiled a list of fifty books on peace questions to help in your selection of reading. Newspapers, current magazines and the literature of peace organizations form, with the book, a fund of information which is basic to peace activity.

Hand in hand with the stimulating task of educating yourself comes the job of educating the other fellow. One of the most effective ways is to suggest to those in charge of school assemblies prominent speakers with a real message on the world scene and this country's place in it. In speech classes, also, you can work up talks on the peace-war problem. The National Council for Prevention of War has material to help you. Debate classes offer another opportunity. Controversial subjects will lead the whole debate class into speculation and discussion. Here are a few topics: Should the People Vote on War? Are a "bigger and better" Army and Navy our best insurance against war? Should our neutrality policy be in the control of the President or of Congress? Should the United States be a member of the League of Nations and the World Court?

It is a truism to say that a group of enthusiastic girls working for the same goal can accomplish far more than a single individual. For that reason an International Relations club can be particularly effective. In addition to regular meetings it can arrange programs to which the whole school should be invited. Days which are particularly associated with peace—Armistice day, Memorial day, Goodwill day (May 18) etc.—would probably prove the best time to hold these special meetings. Write the National Council for Prevention of War for suggestions for programs and meetings.

A local world trade exhibit is an excellent project for a club. This is a series of displays for the windows of the town stores, which shows the connection between the jobs and income of the people in the community and industries in other parts of the world. Maps and ribbons show where local dealers get their products and

(*Continued on Page* 8, *Col.* 1)

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What You Can Do For Peace

(*Continued from Page 7, Col. 5*)

where local raw materials go. It is easy to secure the cooperation of the Chamber of Commerce or the Rotary club in staging such an exhibit. Complete instructions, suggestions, and the story of similar exhibits can be obtained from the National Council for Prevention of War for a few cents. The arranging of one of these is fun—with a purpose!

Another job which the International Relations club can undertake without too much effort is sponsoring a peace poll which contains half a dozen significant, thought-provoking questions. Such polls have been held in hundreds of colleges throughout this and other countries with great success.

Members of the club who have church connections in town might also go to their pastors, ask them to preach peace sermons on certain days, and help lay leaders to arrange a church series of peace round tables or a study course.

Possibly you are saying that such activity and effort is all very fine, but it will never keep this country out of war. Right you are, but it is foundation work necessary to build strong and lasting public opinion so rooted in truth that it will be able to withstand the insidious militaristic propaganda which invariably floods the country when war threatens.

But there is a further step which any earnest and eager student can take now to help remove the *possibilities* of war. This "peace action" technique recognizes that the 532 legislators in Congress have the power to declare war. Congress makes the laws which lead the land either into amicable or hostile relations with other countries. Hence, it is of primary importance to elect individuals to Congress who have a knowledge of and interest in those policies that will promote friendly relations with the rest of the world.

Now how do you fit into the picture? Most of you are too young to vote, but you can study the records of your Senators and Representatives on peace-war measures (which the National council for Prevention of war will be glad to furnish). In election year you can interview or write to all candidates in your district asking them their views on specific issues. Then you can tell your family and friends of the profound importance of electing peace-minded people to Congress, and suggest to them the candidates who seem best qualified to hold office.

To go one step farther. Once a member of Congress is elected, he is likely to concern himself most with the bills which receive the strongest support from his district. Large numbers of voters must be mobilized to write the Congressmen that they strongly favor specific bills which will make for peace. You can get information on these pertinent bills from the National council for Prevention of war through its monthly bulletin, "Peace Action," (50 cents a year) which also contains articles about the European situation, reviews of current books, and news of what other peace groups are doing; and through its "Washington Information Letter," ($1 a year) which appears weekly during sessions of Congress and which discusses all legislation before Congress that affects the problem of peace.

Arousing public interest in peace legislation is of course only effective through an organized and active group. The place where you, as a student, can work to best advantage is in your college town where you spend almost nine months of the year. It is entirely possible for you to have a part in building an organization with a political peace focus which will perpetuate itself long after the college doors have closed behind you for the last time. The first step is to gather together others as concerned as yourself with doing the job. Then consider what towns-people you can interest in the task. It is best to find one person in the town who will take the lead in the work so that you don't give the appearance to older people of being a pushing upstart. From a small beginning like this a committee or a council can grow whose members will devote at least an hour a week to visiting families, keeping them informed on pending legislation, explaining its personal significance to them, and obtaining their cooperation in writing their opinions of particular measures to their representatives in Congress. The National council for Prevention of war will send you on request a pamphlet entitled "The Student Acts to Prevent War." This gives the whole story of "peace action" in more detail than space here will permit.

The following six principles are recommended by the National council for Prevention of war for enactment into legislation during this session of Congress because they will further the cause of peace:

1. A national defense policy based on defense of our soil from invasion, not of our interests abroad.
2. Easing of international tensions through reciprocal trade agreements and stabilization of currencies.
3. Stronger neutrality legislation including embargoes on basic war materials.
4. International cooperation in the settlement of disputes by peaceful means in accordance with the principles of the Kellogg Pact.
5. Nationalization of the munitions industry and taking the profits out of war.
6. Watchful maintenance of the constitutional guarantees of freedom of speech, press and assembly.

The real pressure for these policies must come to Congress from the home districts of the Representatives and the home states of the Senators. The practicability of peace work with a political focus has been proved. Peace councils are springing up all over the country, but as the enthusiasm is great, so the need is great. It is up to the students with their all-important stake in the future, first, to mold public opinion against war, and second, to see that the desires of the people for peace are translated into legislation by Congress.

Agatha Varela
National Council for the Prevention of War

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CALENDAR

Thursday, Mar. 4: *8:30 P. M. Alumnae Hall. The Vienna Choir Boys. The fifth and last concert in the Wellesley Concert Fund series. A few tickets, $2.00, may be obtained at the Wellesley Thrift Shop.

Friday, Mar. 5: *8:15 A. M. Morning Chapel. Miss Coolidge will lead.

7:30 P. M. Pendleton Hall. Open house for students now studying Physics. (Department of Physics.)

Saturday, Mar. 6: *8:15 A. M. Morning Chapel. Miss McAfee will lead. Senior Promenade.

6:45 P. M. Tower Court, Severance, Claflin and Stone Halls. Dinner.

8:00 P. M. Alumnae Hall. Receiving line will form.

9:00 P. M. Alumnae Hall. Program dancing will begin.

Sunday, Mar. 7: *11:00 A. M. Memorial Chapel. Preacher, Dean Philemon F. Sturges, The Cathedral Church of St. Paul, Boston.

Monday, Mar. 8: *8:15 A. M. Morning Chapel. Miss McAfee will lead.

*4:10 P. M. Tau Zeta Epsilon House. Mrs. Marjorie H. Haley, department of French, will discuss "The Vocational Uses of French." Tea will be served at 4:15. (Personnel Bureau.)

*7:30 P. M. Billings Hall. Mlle Pernot will lecture in English on "Stress in French Speech and Song." (Department of French.)

Tuesday, Mar. 9: *8:15 A. M. Morning Chapel. Miss Wood will lead.

4:45 P. M. Court of Green Hall. Announcement of Major Officers and Village Juniors.

Wednesday, Mar. 10: *8:15 A. M. Morning Chapel. Miss Clarke will lead.

*8:00 P. M. Billings Hall. Recital by David Barnett, pianist. The program will include compositions by Kuhnau, Bach, Beethoven, Chopin and Schumann. (Department of Music.)

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